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ABSTRACT

This is a workbook prepared by the National Education Association (NEA) and based on the 1973 NEA Social Issues Survey, which was sent to a sample of NEA's membership and leadership in 1975. The workbook is organized into six sections--one for each issue--and concludes with "Action Steps for Teachers," an overview giving specific steps on how teachers can help resolve these six social issues. Each section begins with an examination of the various ways of seeing the issue. Next, the responses of those who were polled are included. This is followed by a general discussion on the issue's implications for the teacher and the classroom. Lastly, each section contains an exercise to help the individual teacher confront the issue with his/her students, with education associations, and with other groups. The issues covered are (1) achieving quality education, (2) a healthy environment, (3) racial and ethnic justice, (4) sex role, (5) economic justice, and (6) world community. (CD)

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A TEACHER'S PERSPECTIVE ON

A NATIONAL EDUCATION ASSOCIATION PUBLICATION

A TEACHER'S
PERSPECTIVE ON

SIX SOCIAL ISSUES

Prepared by NEA Teacher Rights

nea National Education Association
Washington, D.C.

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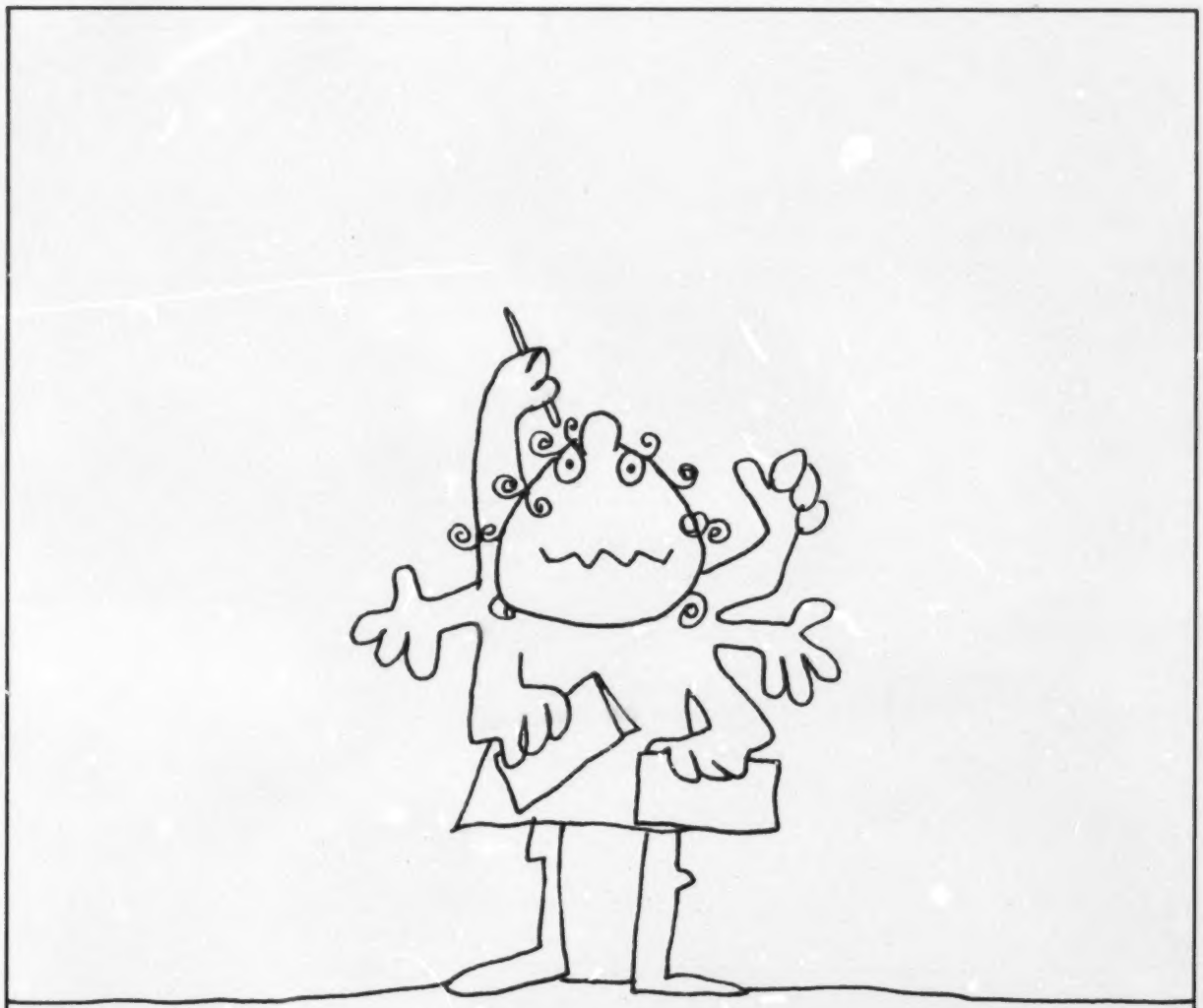
Introduction



You are a busy classroom teacher. You have lesson plans to write—papers to grade—field trips to arrange—children to attend to—reports to file—faculty meetings to attend—parents to visit.

You are also a member of teacher associations. You have responsibilities for recruiting new members—planning negotiation strategies—developing in-service training programs—serving on committees—and fulfilling the duties of association leaders.

Sometimes it's pretty overwhelming. So much is asked of you. When you think about it, you realize just how much responsibility you have.

Sometimes it's a burden, especially when you feel alone. You're concerned about so many things:

- The parents of your students who do not have steady jobs.
- Johnny who can't go out during recess today because of the smog alert.
- The looks on Maria's and Juan's faces when they can't find things in textbooks that are important to them.
- The fate of the upcoming bond issues for a new school.
- Jim and Bob's disappointment about not being allowed to enroll in cooking class.
- The community groups' opposition to your class's involvement in the UNICEF program.

Some days it seems just too much. How can any teacher be expected to cope with all of this? Not only are you expected to teach basic knowledge and skills, but also to help children learn to deal with these problems and develop as contributing members of society.

I do my best, you say. And I belong to teacher associations with a long tradition of concern for social problems. But how can we make our efforts more effective?

You represent one of the most powerful influences on the lives of our future citizens. You influence the ability of children to grow as whole persons who can act to achieve a humanistic society. As a competent teacher, you have taught children about our society. Now we must push ourselves beyond mere knowledge of society. We ourselves must continue learning and teach our children how to relate our knowledge to effective action.

A Teacher's Perspective on Six Social Issues is a workbook that is an invitation, an invitation for you and your association to consider and act on six major social issues.

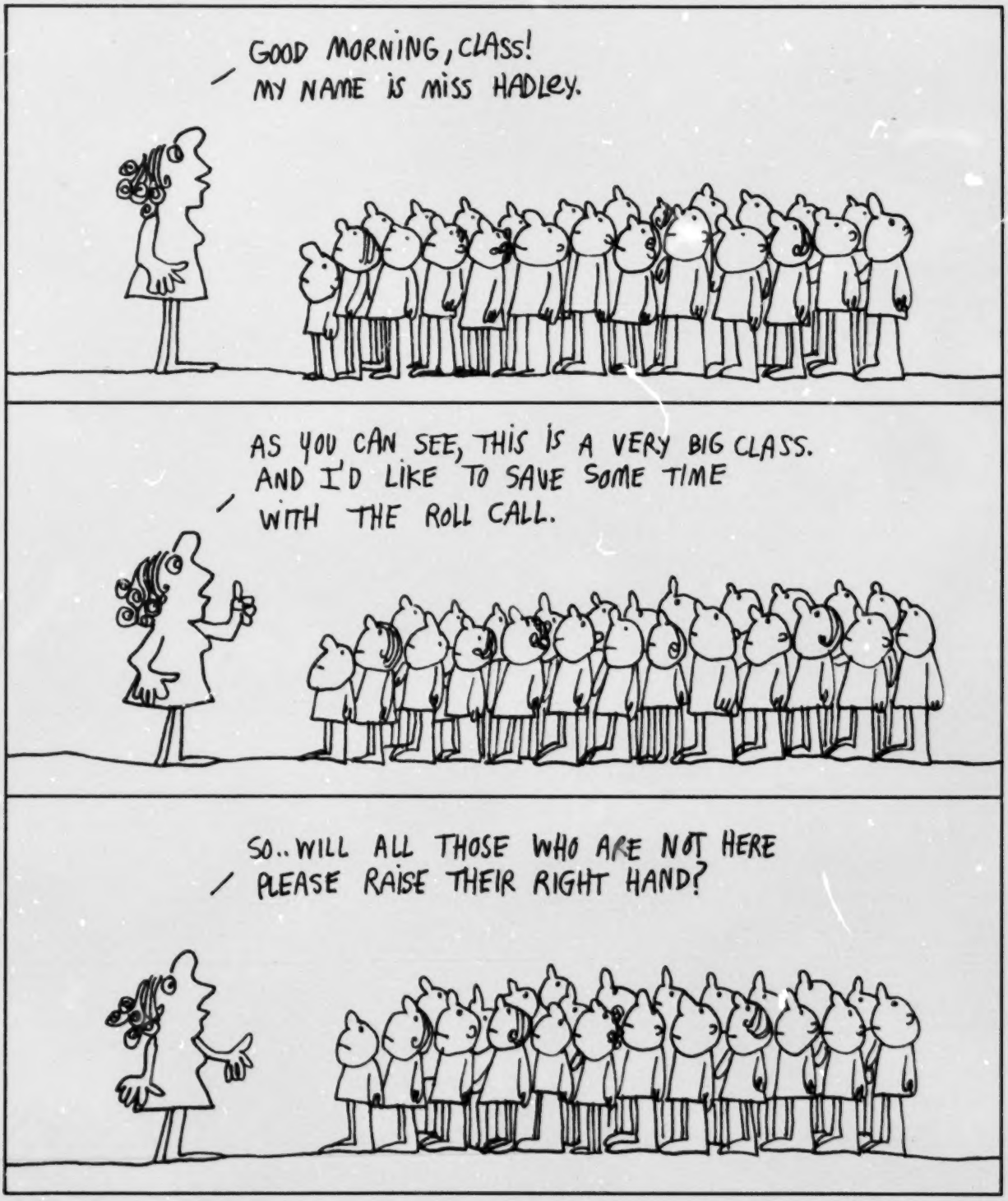
It was prepared as part of NEA's Goal VI, Leadership in Solving Social Problems, and is based on the 1973 NEA Social Issues Survey, which was sent to a sample of NEA's membership and leadership last year.

This workbook is organized into six sections—one for each issue—and concludes with Action Steps for Teachers, an overview giving specific steps on how teachers can help resolve these six social issues. Each section begins with the question, How Do You See the Issue? This is to show the various ways of seeing a single issue. Next you will find Survey Respondents, the response of those who were polled. This is followed by Understanding the Issue, a general perspective that deals with the implications for the teacher and the classroom. Lastly, you will find in each section an exercise to help you, individually, confront the issue with your students and with your association groups and other groups.

Six Social Issues represents a beginning for understanding—a beginning for action.

Join with other committed teachers in learning, teaching, and acting to build our individual and collective futures.

Issue I:
Quality Education


GOOD MORNING, CLASS!
MY NAME IS MISS HADLEY.
AS YOU CAN SEE, THIS IS A VERY BIG CLASS.
AND I'D LIKE TO SAVE SOME TIME
WITH THE ROLL CALL.
SO.. WILL ALL THOSE WHO ARE NOT HERE
PLEASE RAISE THEIR RIGHT HAND?

How Do You See the Issue?

The issue of quality education is not easy to resolve. Each of us has different ideas for the solution. Listed below are six ways that are suggested for solving the problems.

Community Control. Some say that quality education is a matter of returning schools to the people. Our system has tended to separate schools from community needs and interests; therefore, for them community control is the key.

Competent Staff. Others believe the issue is primarily one of increasing the skills of teachers and administrators. Educational personnel may have neglected continuing education efforts or not have had the opportunity to understand new education concepts.

Cost and Use of Funds. Another group says the problem is economic. Either we need more money, or we are not using our economic resources wisely.

New Options. There are others who are convinced that our educational system is too narrow. New educational options or alternatives are needed.

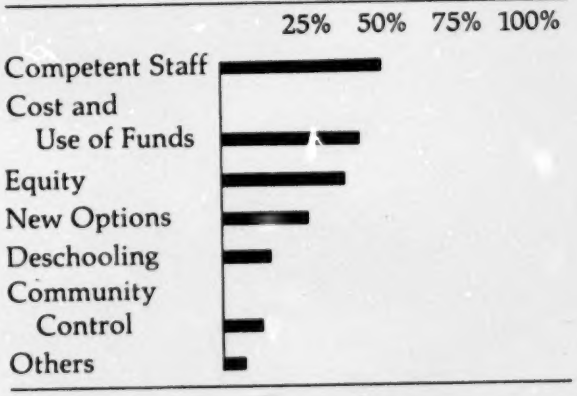
Equity. Still others affirm that we have a workable educational system but that it does not serve the needs of all pupils adequately. That is, it does not provide every person with the skills and knowledge needed for equality of opportunity.

Deschooling. Another view is that efforts to improve education are wasted. The problems of the total society must first be attended to and when they have been solved, then schools' problems will resolve themselves.

Most admit the issue is broader than any one of these, yet most of us see a primary concern with which we must deal. We would like you to select the two most important priorities for you. Place a "1" beside the most important and a "2" beside the next most important.

_____ Community Control
_____ Competent Staff
_____ Cost and Use of Funds
_____ Equity
_____ Deschooling
_____ New Options
_____ Other_____

Survey Respondents



Participants in the 1973 NEA Social Issues Survey were asked to select the two most important priorities for achieving quality education. The majority (52 percent) selected Competent Staff as their first or second priority; 46 percent indicated that the problem was one of economics—Cost and Use of Funds. The major deterrent to quality education for 43 percent was lack of Equity; 25 percent called for New Options in education; 13 percent felt that Deschooling could provide a solution. Community Control was selected by only 12 percent; 4 percent selected Other.

Understanding the Issue

The crisis in education affects all of us. Some of our students are not provided the opportunity for personal fulfillment. Indeed, some of our own children have not even built the foundations for their productive participation in an open society. This is a heavy burden to bear. We are all accountable.

The critics have raised more questions than they have answered. Deschool society, they say. Abolish public schools! Create new systems! Design alternative plans for learning on one's own! Still more distressing, some social scientists report that no amount of extra money spent on schools will make much difference in the performance of our children.

Yet, a careful analysis of the situation will reveal that most of us do not want to abolish schools. What we want is better schools. Schools that are more human. Schools that teach children more of the things they need for living in the world they inhabit.

The question that we as educators must answer is, Can we achieve quality education within the public school system?

If you are like most educators, you will answer with a resounding, "Yes!" You are proud of what you have personally accomplished. You are hopeful of accomplishing much more.

The majority of NEA members responding to the issue of quality education ranked the development of competent staff as the most important priority for attaining quality education. They believe the issue is primarily one of increasing the skills of teachers and administrators. They put themselves on the line by expressing their own needs as the major priority of education.

This is a courageous response by the rank and file. It is also one that is growth producing, both for us as persons and for us as a profession. It makes us proud to be teachers.

The next ranked priority is the cost and use of funds. Members are very much aware of the reality of the costs of education. They are keenly aware of how much education costs, and they know that the costs of education must be realistically reflected in spending priorities.

Equity, or the equality of opportunity, was closely ranked to the cost and use of funds. Teachers are committed to providing every person with the skills and knowledge needed for true equality of opportunity. The efforts of the past decade by the ATA, NEA, and other teacher groups to meet minority racial and cultural needs seem to be paying off. Teachers today have a greater commitment to equality of opportunity in education.

The critical nature of these issues leads to a consideration of your role in developing quality education.

Where do you stand?

How do we increase our own skills, help determine the wise use of funds, and provide equity of opportunity for students to insure a quality education for all?

Guide for Association Action Planning

In order to answer the question of where we stand, we have to look at the resources available for the development of teacher competency. We must then examine the contribution teachers make. Lastly, we need to examine the contribution teachers should make. The

two questions below provide a format for finding out these things:

What are the priority needs for developing teacher competency in your community?

What do the following organizations do or not do in terms of meeting these needs?

Resources	Effective Programs	Programs Needed
Local School District		
Regional School District		
Local Education Association		
State Education Association		
State Department of Education		
State Institutions of Higher Education		
National Education Association		
Other		

We need to develop programs that foster teacher competencies. This is a job for all of us. You can provide the leadership for developing such programs by seeking out personal opportunities and encouraging other teachers and groups to develop needed programs.

Teachers responding to the 1973 NEA Social Issues Survey indicated that only 16 percent had engaged in direct action for quality education and that 22 percent wanted help in developing direct-action strategies. Now thinking about the programs you need for increasing your teaching competencies, how can you act to develop them? The chart below will help you in action planning and action steps.

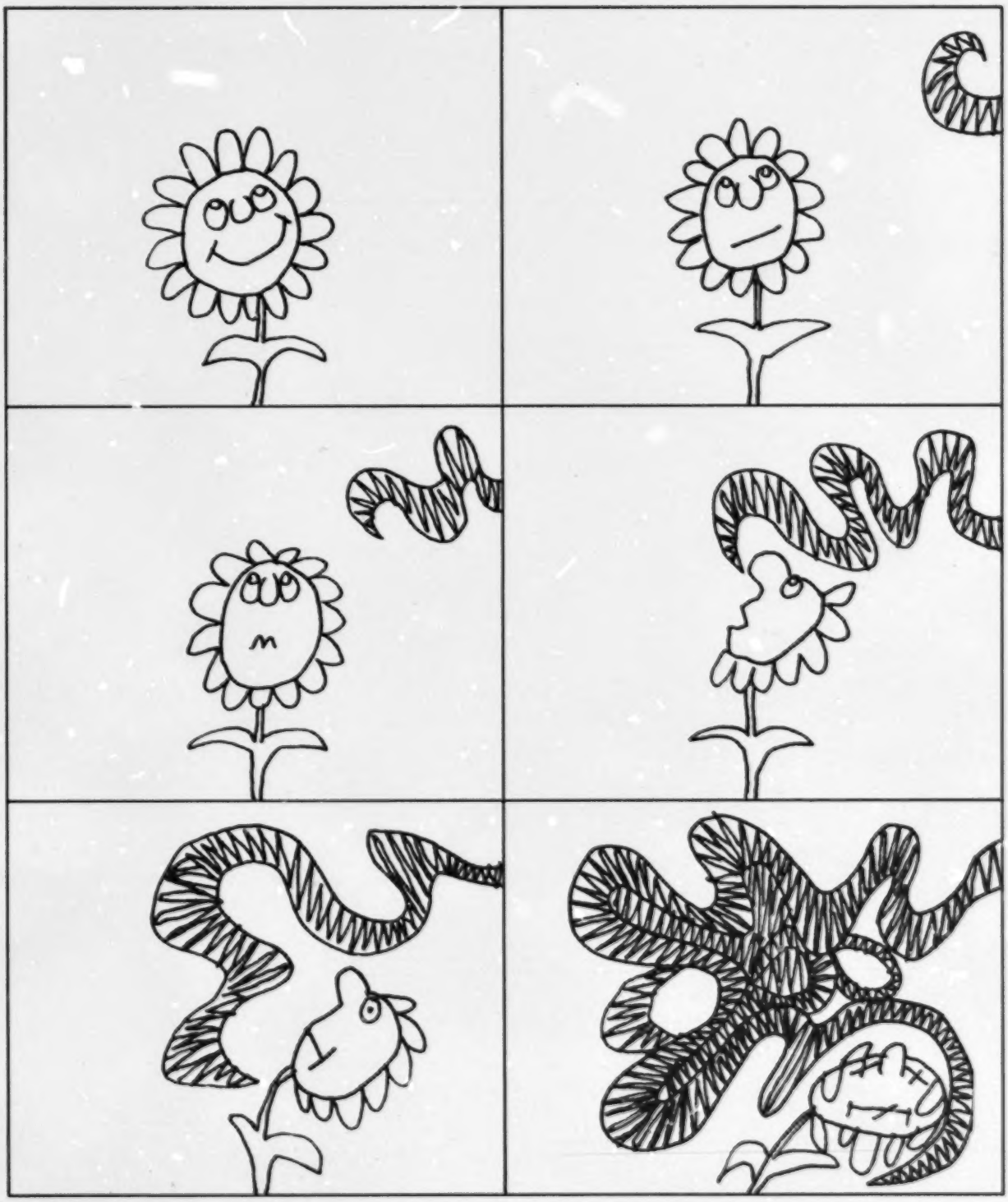
Needed Program _____

What I Can Do _____

What My Local Association Can Do _____

What NEA Can Do _____

Issue 2:
Healthy Environment



How Do You See the Issue?

Ecology is probably the most widely recognized social issue today. The word is even on the lips of the elementary school pupils. However, that does not mean there is agreement on the nature—let alone the solution—of the problem. We can state a common concern for a healthy environment, but the question remains, How do we understand that concern?

Conserve Natural Resources. Some people believe a conscious effort to conserve natural resources, even at the risk of reducing our standard of living, is our best hope. No cost is too high if it preserves our environment.

Control Pollution. Others believe establishing controls which substantially reduce all forms of pollution of water, space, and air (including noise pollution) will preserve the environment.

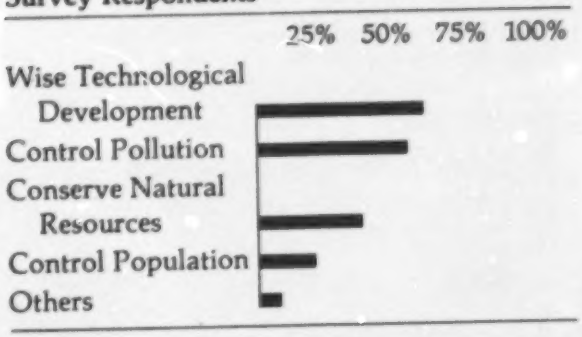
Control Population. Still others believe the issue is basically a problem of population control. We need to find ways to hold our population down to the present level; a healthy environment should follow.

Wise Technological Development. Others see a healthy environment as primarily a matter of careful control of technological development. They say we can continue to use natural resources to secure a higher standard of living but should seek alternative resources for those in danger of being lost.

Each of these describes one way of looking at the issue of a healthy environment. Please rank your priorities by placing a "1" beside the most important item below and a "2" beside the next most important.

_____ Conserve Natural Resources
_____ Control Pollution
_____ Control Population
_____ Wise Technological Development
_____ Other_____

Survey Respondents



Wise Technological Development was selected by 65 percent of the survey respondents as the first or second priority; 61 percent emphasized Control Pollution. Conserve Natural Resources was the choice of 41 percent. Control Population was selected by only 25 percent; 2 percent chose Other.

Understanding the Issue

For the first time in history we are beginning to realize that humanity's survival on this planet depends on how seriously we act to preserve our environment. The conservation and restoration of a livable environment is everyone's concern; indeed it has worldwide significance. Just thinking about the problem often makes us feel very helpless. It is quite easy to forget it and make it somebody else's concern, to look for simple solutions, or to attack others for their lack of responsibility.

The question to be considered should not concern whether we (or our society) "will make it" or not, but rather should involve learning how to think about the problem. Our attitudes, beliefs, and actions can probably

be traced to three sets of values toward life. There seems to be three ways of looking at the problem:

- Control of the earth is beyond our control. We need only to improve our relationship with our immediate environment and allow the overall system to operate as it will.
- The destiny of humankind and the earth is in our hands. This position implies that nothing on the earth is left to chance.
- We cannot and perhaps should not control the earth and our destiny. Yet, we will probably always need to exert our rational nature and act to control significant portions of our future.

The NEA members involved in the survey clearly indicated a preference for working toward wise technological development and control of pollution. Yet in thinking about how this might be accomplished, it becomes clear that this will change not only our attitudes toward scientific and technological development but also change our attitudes about what we want from life, what is important in life, what sacrifices we are willing to make, and how we should act with others.

As teachers, our responsibility is to help children deal with these questions. We can provide children with the knowledge and awareness of the problems, help them clarify the values that are important for their lives, and provide alternatives to help them act in ways that are consistent with their values.

This process begins with your own understanding of the issues and the ways that you can incorporate them into your classroom. Listed below are ways to help you assess your current knowledge and understanding of the issues:

- Name three books that discuss the concepts of ecology and the problems of maintaining a healthy environment.
- Name three curriculum materials that would help your children understand the concepts of ecological problems.
- List activities that help your students understand ecological concerns.
- Identify community resources that could help bring ecological concerns to the classroom.

Once we understand the problems of our environment and have resources for increasing students' understandings, we then have to examine the learning that comes from our behavior. We usually believe more than we behave. Seldom do we give serious thought to considering how our beliefs and values are related to our behavior.

How can we behave as we believe to insure the survival of humanity on this planet?

Checklist for Environmental Values and Behavior

Here is a checklist for determining the consistency of your beliefs with your behavior. You can complete it by yourself, or, better yet, use it with a small group of adults or with your own students. Read the questions to the group. Ask them to indicate their values by voting in the following manner: Those who

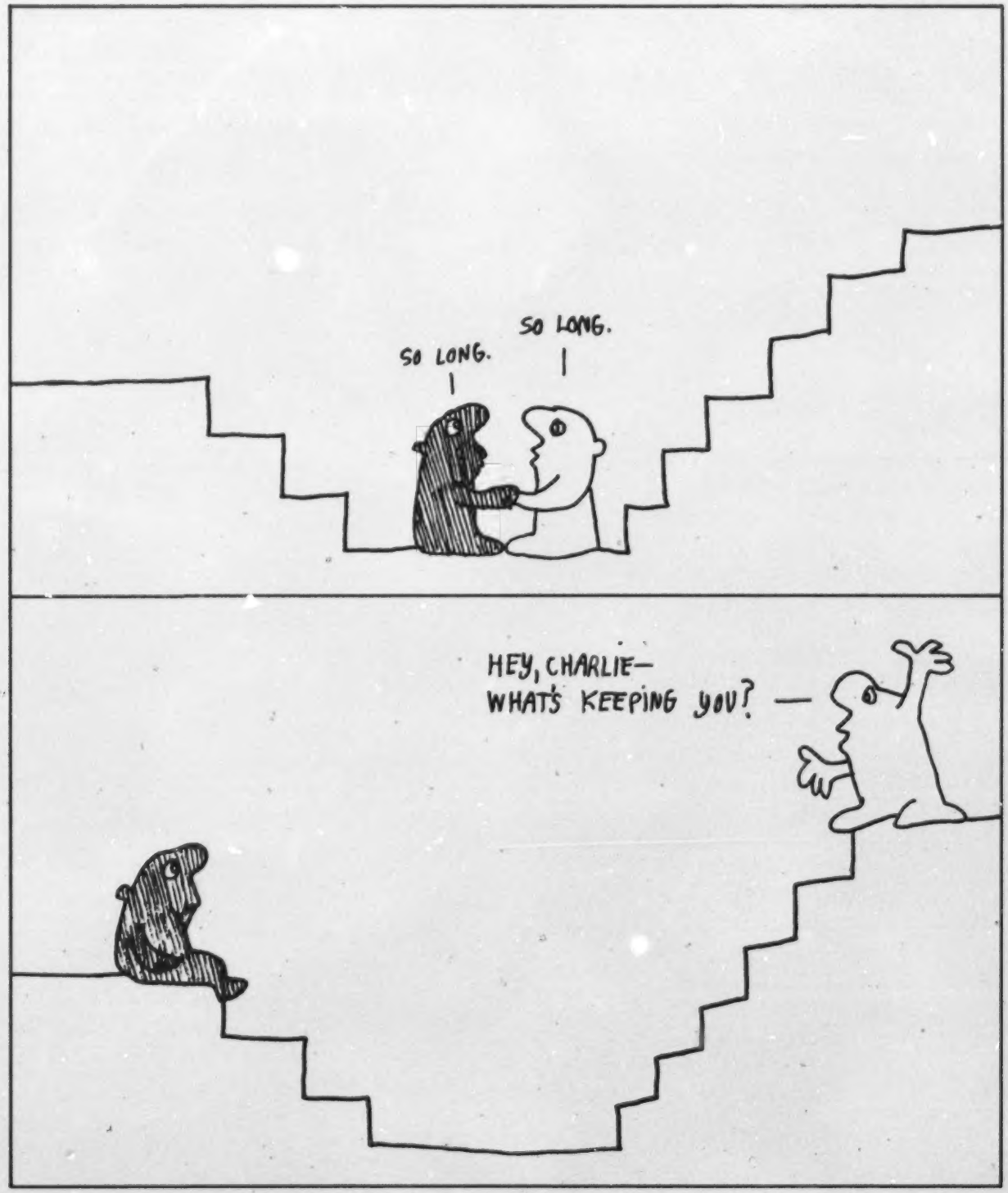
agree with the statement should raise their arms; those strongly agreeing with the statement should raise their arms and wave them in the air. Those who disagree with the statement should lower their arms; those strongly disagreeing with the statement should lower their arms and shake them. If there are those who have no opinion, they should fold their arms over their chests.

After determining their values for each question, ask them to vote on their actions by indicating in the following manner: If they sometimes do the actions, they should raise their arms. If they always do the actions, they should raise their arms and wave them. If they seldom do the actions, they should lower their arms. If they never do the actions, they should lower their arms and shake them. If they are not sure, they should fold their arms over their chests.

After you have voted on what people should do and what people really do, consider: Are there differences? Why? Do you want to change? How might you change? Who could help you change?

What We Should Do		What We Really Do
_____	1. Take empty glass containers to a recycling center on a regular basis.	_____
_____	2. Refuse to buy products in no deposit, nonreturnable containers.	_____
_____	3. Use cloth napkins as a means of conserving paper.	_____
_____	4. Buy stationery and other paper products made from recycled paper.	_____
_____	5. Cultivate green plants on a regular basis.	_____
_____	6. Make a conscious effort not to litter the environment and strongly encourage others to accept a similar responsibility.	_____
_____	7. Talk or write to a member of the local government body regarding major environmental problems in your community.	_____
_____	8. Identify the sources of greatest pollution in your community.	_____
_____	9. Include environmental concerns in your day-to-day teaching.	_____
_____	10. Reduce use of your automobile to conserve energy.	_____
_____	11. Maximize public transportation and support the extension and improvement of its services.	_____
_____	12. Analyze how your classroom could conserve energy.	_____
_____	13. Know the facts of world growth.	_____
_____	14. Provide family planning information in high school programs.	_____
_____	15. Write companies that pollute the community.	_____
_____	16. Join an organization working to save the environment.	_____

Issue 3:
Racial and Ethnic Justice



How Do You See the Issue?

Many people are convinced that racial and ethnic fairness is at the heart of social problems. Few issues have divided the nation more. Some think it has been exaggerated, and others think race and ethnic background shouldn't be put in the same category. In any case, how you see this issue will determine how you act and what you support. We have found four ways people talk about this issue.

Equal Opportunity. Some say this is the basic issue. We need to find ways for all minority people to have equal opportunity in every aspect of American life.

Preferential Advantage. Others believe we must establish ways to give minority people added advantage until full equality can be achieved.

Assimilation. Still others believe assimilation is the answer. This means a gradual process of minority people moving into full participation, joining in the mainstream of American life.

Cultural Pluralism. Yet others see racial and ethnic justice as primarily working for the day when all cultural groups will live together, with a common respect for their differences and their similarities.

Obviously, it makes a difference how we understand this issue. Please indicate your two priorities by placing a "1" beside the most important, and a "2" beside the second most important.

_____ Equal Opportunity

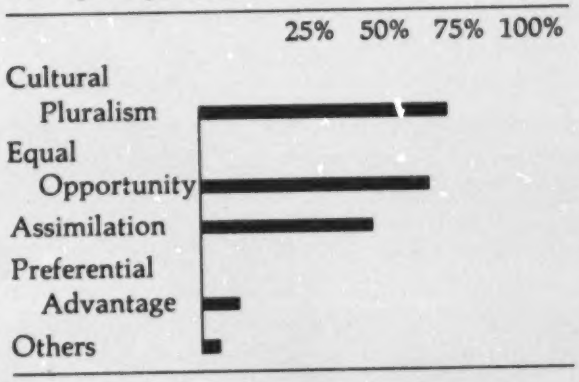
_____ Preferential Advantage

_____ Assimilation

_____ Cultural Pluralism

_____ Other_____

Survey Respondents



NEA members who responded to the survey strongly selected (74 percent) Cultural Pluralism as their first or second priority for bringing about racial and ethnic justice. Equal Opportunity was selected by 65 percent as a critical part of effecting racial and ethnic justice; 47 percent chose Assimilation as a priority; only 6 percent chose Preferential Advantage. Very few (1 percent) selected Other.

Understanding the Issue

For generations the ideal of racial justice and more recently the ideal of ethnic justice has been like an elusive jewel—sought after but never fully secured. The ideal of equality, which is so comfortably American in the abstract, has been subjected to harsh practical tests—especially in schools.

The 1954 Supreme Court Brown Decision, holding legally compelled or sanctioned public school segregation by race to be unconstitutional, marked a decisive turning point in the legal battle to ensure equal rights for racial and ethnic minorities. The Civil Rights Act of 1964 opened the way for a renewed and vigorous effort toward desegregation.

The attainment of justice is found at the local level. The establishment of national policy is crucial; state assistance or endorse-

ment is important; but, ultimately, "the buck stop" is on the desks of local school authorities and in the classrooms of teachers.

Each of us plays a vital role in bringing meaning to the phrase "Racial and Ethnic Justice." Education in the United States is based on the need to provide opportunities for all persons to prepare themselves for life in our society.

We are beginning to see that integration is not only racial but cultural. Integration means pluralism not assimilation—a pluralism based on the respect for differences rather than the desire for amalgamation. If this is so, we must help provide experiences that produce mutual understanding among peoples of different races and backgrounds. We as educators must begin to truly see each person as a person of worth.

A majority of the NEA members surveyed expressed their belief that racial and ethnic justice meant the attainment of cultural pluralism and equal opportunity. We have come a long way in understanding the concepts of racial and ethnic justice. Now we need to come to terms with making that a reality.

The U.S. Commission on Civil Rights publication *Mexican American Education Study* (a study of differences in teacher interaction with Mexican American and Anglo students) underscores the fact that the ability of the teacher to involve and encourage students is particularly crucial to the education of minority group students. When a teacher treats one group of students differently from another group, the damage done to the individual child is twofold: it lowers her/his motivation and hinders academic performance by a lowering of self-esteem.

We must examine the Commission's finding that the Mexican American children in the survey received considerably less positive interaction than did Anglos with the same teachers in the same classrooms. We need to ask ourselves if that is true only in isolated cases or if "unconsciously" and "unintentionally" the same thing is happening to children in our own classrooms and communities.

How can we treat all our students in the same way, regardless of racial or ethnic background, to strengthen their self-esteem and motivation?

Questions for Assessing Classroom and Association Behavior

Treat all children in your classroom alike, you say. Do you really? There are ways that you can test yourself to determine your awareness of racial and ethnic justice and the ways it does and does not become real in your classroom. Select three students in your classroom and think about what you imagine they will be doing in the future. Are the differences you see in their futures based on real potential, or are they based on stereotypes about "their kind" or social class? Ask yourself these questions:

	Yes	No
1. Is my classroom curriculum directed to the middle class child of the dominant society?	___	___
2. Do my textbooks and instructional materials use skills and experiences of children of various racial and ethnic backgrounds?	___	___

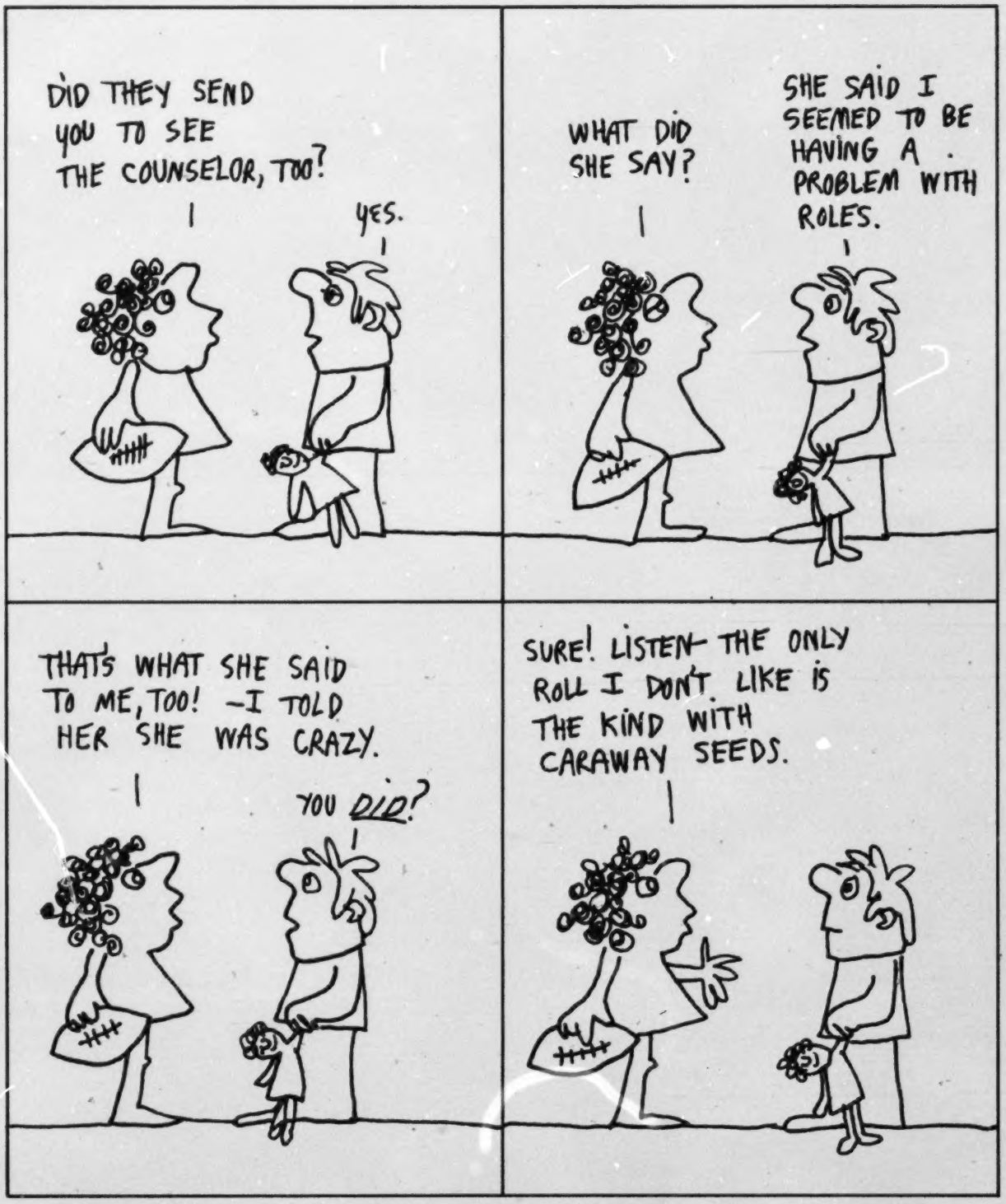
3. Do I demonstrate respect for racial and ethnic groups by incorporating their culture and experiences into classroom lessons and discussions? ——
4. Have I sharpened and developed my skills in leading class discussions and building on student participation? ——
5. Do I consciously make an effort to attend to the needs of every student in the classroom and understand her/his point of view? ——
6. Have I built a strong background for my students to understand concepts such as cultural pluralism, equal opportunity, and racism? ——
7. Have I made an effort to read and learn about the points of view of various racial and cultural minorities? ——
8. Have I met with the parents of my students and tried to understand their values and points of view regarding the education of their children? ——

Not only must we consider effecting racial and ethnic justice in the classroom, but also we have to consider whether it is a reality in our professional associations and communities. One of the important tools for teaching is "modeling" behaviors. If we profess a belief in racial and ethnic justice in our classroom but do not act to make it a reality, we counteract the power of our teaching.

Some of the ways that your teachers' associations and community organizations can act toward creating a climate of racial and ethnic justice are listed below. Think about your association and whether it is doing some of the following activities:

1. Does your association actively recruit minority group teachers?
2. Are minority group teachers appointed to key committees and encouraged to move into leadership positions?
3. Does your association have an active human relations committee which works to maintain and extend the human and civil rights of teachers and students?
4. Has your association worked to develop in-service training programs dealing with ethnic studies or racism?
5. Has your association reviewed procedures for selection of textbooks and instructional materials to insure that all groups in society are represented?
6. Has your association made contact with community groups working to achieve racial and ethnic justic and made an effort to build cooperative efforts?
7. Has your association's negotiations package included human relations concerns and employment policies such as the development of an affirmative action plan?
8. Has your association worked to achieve equal employment policies in local, state, and national staff positions?

Issue 4:
Sex Roles


DID THEY SEND YOU TO SEE THE COUNSELOR, TOO?
YES.
WHAT DID SHE SAY?
SHE SAID I SEEMED TO BE HAVING A PROBLEM WITH ROLES.
THAT'S WHAT SHE SAID TO ME, TOO! -I TOLD HER SHE WAS CRAZY.
YOU DID?
SURE! LISTEN- THE ONLY ROLL I DON'T LIKE IS THE KIND WITH CARAWAY SEEDS.

How Do You See the Issue?

Here is one of the more controversial issues of the day. It is perhaps easier to start an argument about sex roles than any other subject. Everyone has a strong opinion, but few agree on the primary nature of the issue. We have found four ways of looking at this issue.

Discrimination. Some say the stereotyping of sex roles is first of all a matter of discrimination—the denial of opportunity for the full development of individual abilities.

Socialization. Others say this issue involves a question of the socialization process or the means by which we affect the growth and development of men and women to fill adult roles. We tend to reinforce roles as they presently exist.

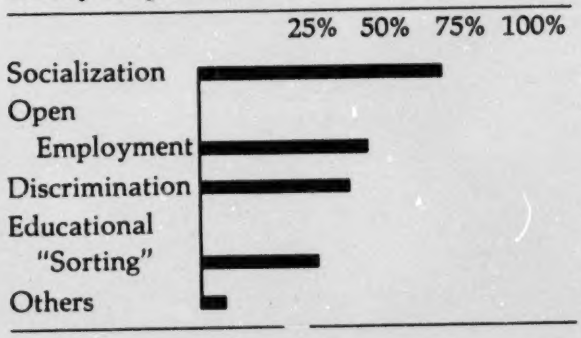
Educational "Sorting." Still others see the issue as best described as educational "sorting." This is the process by which schools select the roles that boys and girls are to play as adults and "sort" them into these roles.

Open Employment. On the other hand, many people think the issue is primarily one of open employment—establishing equal employment opportunities for women.

Our disagreements on understanding this issue not only make discussion confusing, they make group action difficult. Which of these understandings of sex roles comes closest to yours? Please indicate your two priorities by placing a "1" beside the most important and a "2" beside the second most important.

_____ Discrimination
_____ Socialization
_____ Educational "Sorting"
_____ Open Employment
_____ Other_____

Survey Respondents



First or second priority selected by 70 percent of the survey respondents was Socialization—the preparation of women and men for adult roles. The issue for 47 percent was Open Employment. Discrimination was selected by 35 percent, and Educational "Sorting" was chosen by 28 percent. Other was chosen by 5 percent.

Understanding the Issue

Most of us believe in equality and think that everyone is entitled to a high quality education, that everyone deserves as much of a chance as the next person. But in today's world we face the question, Does a girl deserve as much of a chance as the proverbial "next fellow?" and, Do boys really have the opportunity to explore the range of human opportunities and experiences? Growing evidence indicates that educational opportunities available to girls are not equal to those of boys and that boys are frequently denied the range of experiences desirable for their growth and development.

The topic of women's rights has erupted into national prominence and is a daily topic of the media. Documents, research studies, and publications are numerous. A universal

finding is that the problem begins very early and that our educational system is deeply involved in perpetuating the stereotypes in our society that limit girls and boys.

During the early years of United States history, women did not participate in education. Their homemaking responsibilities left no time for frills. The "dame schools" in the 17th century provided for their first ventures into the schoolroom. Private schools were opened for girls and boys as our country became more settled.

From 1750 to 1920 the attitude of the nation toward women in education was generally ambivalent. The Civil War propelled women into the classroom as teachers, for they were needed to replace the men who went away to war. By 1870 nearly two thirds of the public school teachers were women. Women educators provided much of the leadership of the first women's movement in the United States, which culminated with the passage of the 19th Amendment—whereby women won the right to vote.

The depression years and those following World War II saw a decline in the status of women in education. That trend continues today.

The subject of sexism in schools is a major concern for all educators. A growing awareness of the damage done to the individual by channeling people into narrow roles according to sex is found in all educational circles. School is not the only way that sex role stereotypes are perpetuated, yet since a large portion of a child's life is spent in the classroom, the messages transmitted there carry much weight.

Studies indicate that although girls show earlier achievement than boys (they begin to read, write, and achieve in mathematics earlier than boys), their achievement declines at about junior high age. At a fourth-grade level, female students view career opportunities as being limited to four roles—teacher, nurse, secretary, and mother. Boys do not share similar limited ideas of roles.

Sex roles are reinforced by schools in many ways. Textbooks and instructional materials often omit women and girls in stories, illustrations, and contributions or portray them in stereotyped, traditional roles. Physical education programs for girls seldom provide for their healthy physical development and limit opportunities for girls with athletic abilities. Counseling and guidance materials and programs frequently "channel" girls into traditional, stereotyped occupations rather than explore their potential and desires. Teachers frequently tolerate and encourage aggressive behavior in boys and reward passive behavior in girls.

Stereotyping is also found in the education profession. Whereas 85 percent of all elementary school teachers are women, only 19 percent of the principals are women. The situation is more dramatic in secondary schools where 50 percent of the teachers are women and less than 3 percent of the principals are women. Less than 1 percent of the school superintendents are women, and a woman has never held the office of U.S. Commissioner of Education. Children get the message.

When we deal with sex role stereotypes, we are not dealing just with beliefs or atti-

tudes. We are dealing with values—our own values and the climate in which children build their own value systems. Stereotypes represent one portion of our value system—the generalities around which we organize our behavior.

How can we help boys and girls—men and women—experience the full range of human experiences?

The primary lesson that children learn is found in our behavior. The question for us as teachers and educators is, What can we do to challenge and correct the detrimental effects of sex role socialization in our schools? Our concerns should be for the good of all students.

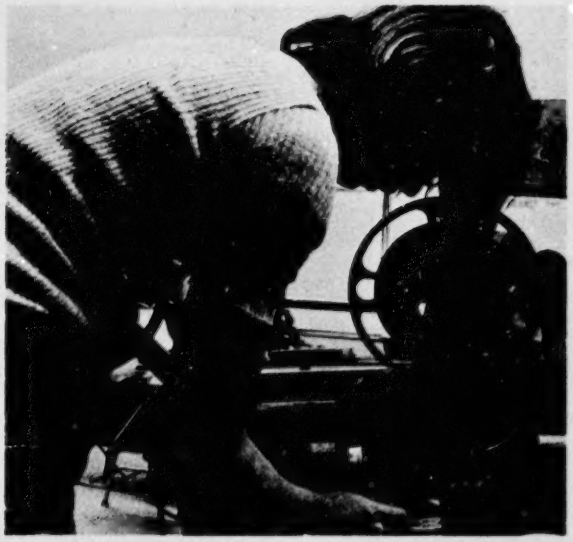
Questions that you may need to consider are:

1. To what extent do schools mirror the sexism of our society? Do we want to perpetuate such stereotyping?
2. Do teachers need to be involved in in-service training to better understand the struggle with the ways which we are limited by and, at the same time, which limit our students to sexist behavior and ideas?
3. To what degree can the schools correct the sex role socialization of home, community, and media?
4. Does teacher behavior become a self-fulfilling prophecy regarding sex roles? Do we have different expectations for boys than for girls? Do we expect girls to be more verbal and boys to be more scientific, girls passive and "ladylike" and boys active and aggressive?
5. Do textbooks and the curriculum in general perpetuate sex role stereotypes? For boys? For girls?
6. Are there adequate numbers of women in administrative or policy decision-making positions to serve as adult women models for young girls?
7. To what extent do our classroom materials have a damaging and inhibiting effect on the development of the full potential of both girls and boys? On their developing self-concepts? On their ability to show emotions? On their choice of careers?
8. Do schools "sort" boys and girls into the roles they will play as adults? Are the roles the same today as they were yesterday or will be in the future? How do such roles reflect our system of values?
9. Does the school have a responsibility to help all its students develop into the fullest persons they can be, regardless of sex?
10. What are the implications of federal legislation regarding sex discrimination in education? Should we actively involve ourselves in the implementation of this federal legislation?

Picture Quiz on Sexism

Can you recognize sexism in the schools? Examine these pictures of students and school personnel. See if you can recognize sex role stereotypes in action. Write what you think is sexist about each one under the picture where space is provided. Compare your responses with the "answers" on the next page in How Well Did You Do?

1



2

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5

6

7

How Well Did You Do?

1. The school principal (male) is talking to the school secretary (female). Although women represent 65 percent of the nation's schools' instructional staff, they represent less than 19 percent of the elementary school principals and 3 percent of the secondary principals.
2. A boy has been assigned to carry the "heavy" audiovisual equipment and run the projector. Assignment of classroom tasks on the basis of sex gives subtle but important messages about ability and appropriateness of role.
3. This is an example of a nonstereotyped physical education program. It is not sexist. The students are involved in a coed physical conditioning class.
4. The girl in this picture is being subjected to sex role stereotyped instructional materials. Textbooks and instructional materials are frequently biased through the omission of girls or the presentation of girls in stereotyped, limited ways.
5. The policewoman in this picture represents the breaking of stereotypes—women are now being hired as police officers. However, this policewoman has been assigned to a local school, which might indicate stereotyping of women into traditional settings.
6. This girl is cleaning laboratory equipment in a high school. This is not sexist behavior in itself, but it usually happens that for "clean up" responsibility in a given laboratory class, the girls wash equipment while the boys put away equipment and sweep the floor. Teachers and their classroom organization has led to arbitrary assignment of task by sex.
7. No evidence of sex role stereotypes in this picture. Boys and girls are dressed in comfortable clothes as they move to their next class.

Issue 5:
Economic Justice

How Do You See the Issue?

Few issues touch us all as much as economic justice. Some have even gone so far as to say that all of life is determined by economics. We can all agree on its importance, but economic justice means vastly different things to different people. We have chosen four possible ways of picturing economic justice.

Expand Present System. For many, the first thought is to expand the present economic system and its opportunities so that all may someday, through participation, benefit according to ability.

Redistribute Wealth. Others see the issue as a need to redistribute wealth, an opposite point of view to the above. This means making major changes in our economic system so that each person has an equal chance to benefit.

Improve Welfare System. Others understand the issue as primarily the building of a better welfare system. This means that adequate aid is provided to all in need.

Establish a Guaranteed Income. Still others see the issue as one of establishing the right of each person to a guaranteed annual income of some particular amount above the level of poverty.

Because it makes a difference how we see this issue, please indicate your priorities by placing a "1" beside the most important and a "2" beside the second most important.

_____ Expand Present System

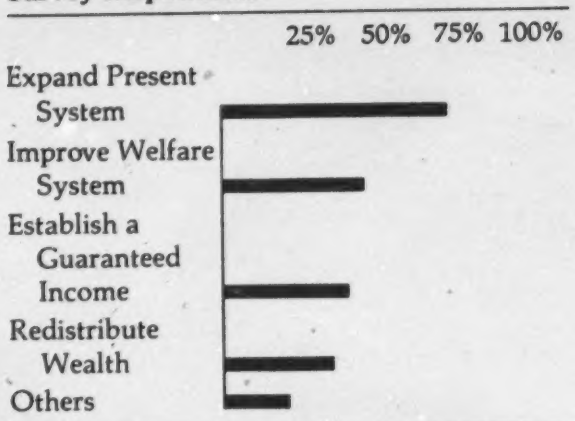
_____ Redistribute Wealth

_____ Improve Welfare System

_____ Establish a Guaranteed Income

_____ Other _____

Survey Respondents



A majority (71 percent) of the survey respondents said their first or second priority in solving the problem of economic justice was to Expand Present (economic) System. Improve Welfare System was the alternative selected by 37 percent of the participants. Options such as Establish a Guaranteed Income (30 percent) and Redistribute Wealth (26 percent) represented basic changes in the present system and were not selected by as many respondents. An unusually large proportion (13 percent) chose Others.

Understanding the Issue

No single social issue touches as many people as does economic justice; each of us is involved with our society's economic system in one way or another. But what is economic justice? To attain it, must we reduce income inequality? Or does it mean the equalization of opportunities in the schools, in the job market, and in the political arena? Can this be achieved by improving the competitive abilities of the poor, or does it demand the elimination of poverty by raising every American above the government's definition of deprivation? How is the cycle of poverty to be broken—by government programs, by

equality of education, by fixing up the "competitive skills" of the poor, or by reforming our taxation system?

Some economists argue that the elimination of "income poverty" is a manageable goal and will take us a long way toward economic justice. Others point out that even if this were accomplished, there will still be gross inequality of wealth and income. And the 1970 census figures present a challenge to the egalitarian crusade: income inequality is increasing in the United States—the top is drawing further away from the bottom, not the bottom moving closer to the top.

We are faced with a difficult decision. Do we wish to accept the idea of minimum and maximum incomes? Or do we prefer a society where everyone has at least a theoretical chance to make a million—knowing full well that millions will end up poor?

A majority of the NEA members participating in the survey indicated that economic justice could be attained by expanding the present system and its opportunities so that all might benefit according to their abilities. Such a plan might include a strategy of developing jobs and rewarding work. Millions of new jobs could be created with public subsidy and be a powerful force in the labor market by increasing the incentives for people to improve their skills and move up the ladder.

Members indicated concern for the reduction of poverty. They advocated improving the welfare system and establishing a guaranteed income for all. They felt a guaranteed income would deal with economic inequality by providing a base income. When considering the improvement of the welfare system, however, we should remember that we are going beyond reducing poverty. Robert Lampman, and other sociologists, believe that reducing poverty involves a lot more than just general actions of "doing good." To reduce income poverty, one must confront a myriad of problems—many that aren't exclusive to the poor, ranging from lack of health services to spiritual and cultural deprivation.

More and more people are raising the question of redistribution of income. Seventeen percent of the NEA members ranked it as their first priority and they raised the question of whether providing attention to those at the lower end of the income scale is enough. Do we need to overhaul the basic system through tax reform and other means?

Perhaps the key question, to be answered, is, Should social policy be focused primarily on a means of alleviating poverty or should it be concerned more with the question of redistributing income and wealth? It sounds overwhelming. What can we as teachers and citizens do about these issues?

Children's attitudes and values about economic justice are largely shaped by the activities of schools. We have to examine how we do this. Do we offer adequate information about our economic system? Have we prepared children to make choices about the wise use of money? Do we maintain stereotypes of the "worthy" and the "unworthy" poor? Do our expectations for the future of students coming from wealthy and poor families influence classroom behavior and career guidance? Do our examples teach a concern for continuing work for economic justice? Do we really understand our own values regarding the use of money? I wonder.

How can we provide adequate information and decision-making opportunities to develop in our students a concern for sound economic values in our society?

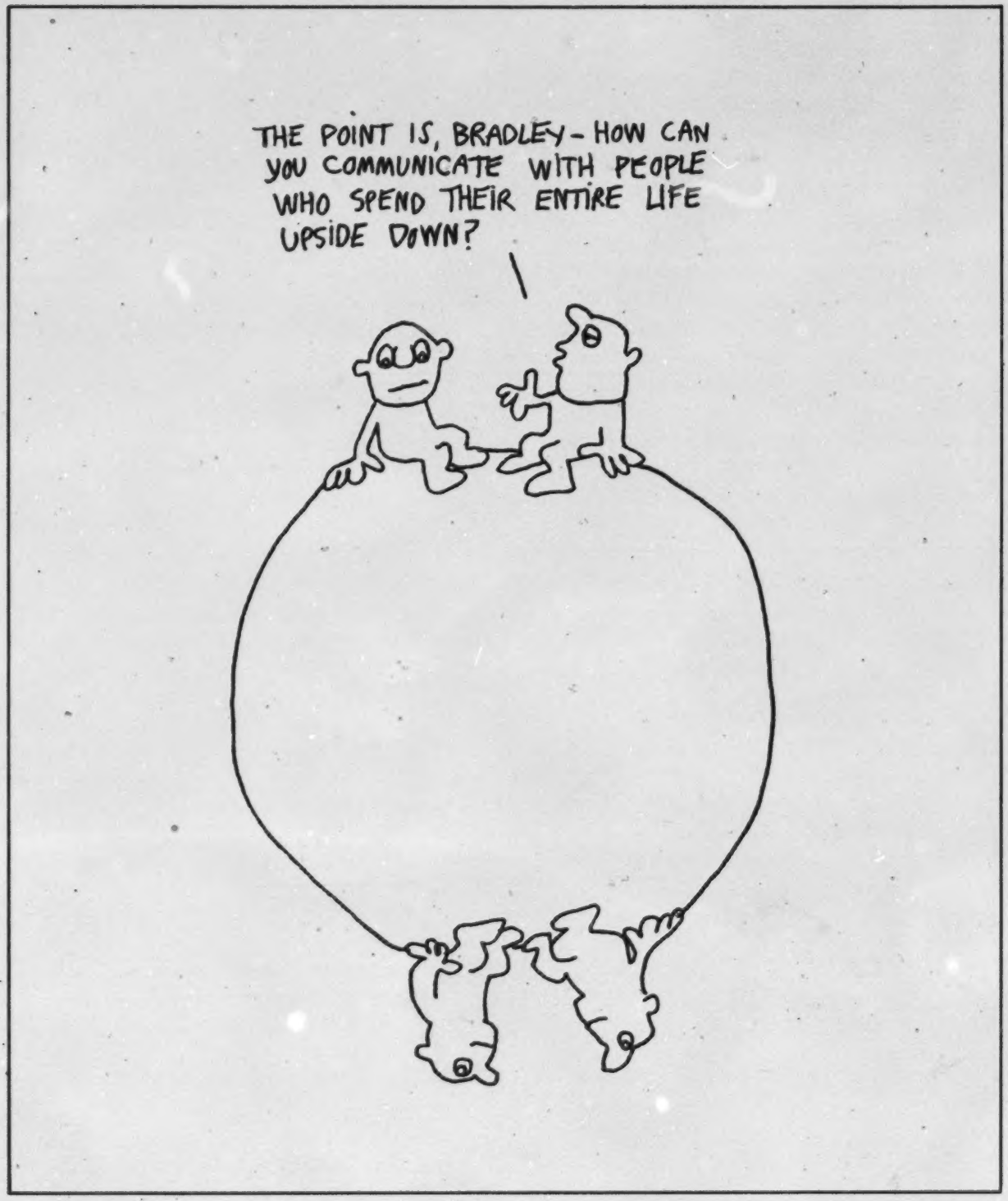
Questions for Clarifying Our Economic Values

Money means different things to each of us. Sometimes we see money as a primary need for basic essentials or for fun and freedom from usual routine activities. Our spending patterns express our personal values, just as our national budget reflects our national values.

Listed below are a series of economic hierarchies. They have been adapted from *Values Clarification; A Handbook of Practical Strategies for Teachers and Students* by Sidney B. Simon, and others (New York: Hart Publishing Co., 1972. 397 pp.). Answer each one in terms of how you honestly think you would act. Use it with other teachers or with your class. Discuss why you answered the questions as you did.

1. If you were given $1,000, what would you do with it?
   _____ Spend it for personal needs
   _____ Donate it to a worthy cause
   _____ Save it.
2. If you were a Congressperson, which would you give the highest priority?
   _____ Poverty programs
   _____ Education programs
   _____ Defense programs.
3. Which would you least like to be?
   _____ Very poor
   _____ Very sickly
   _____ Disfigured or handicapped.
4. Which do you think more money should be allocated for?
   _____ Highways and transportation
   _____ Better schools
   _____ Health programs.
5. If you have $500 to use in a classroom, how would you spend it?
   _____ $400 on audiovisual equipment, $100 on books and materials
   _____ $400 on books and materials, $100 on equipment
   _____ $400 on school trips and projects, $100 on books and materials.
6. If you were determining fair salaries for city employees, who would receive the highest pay?
   _____ Firemen and policemen
   _____ Teachers
   _____ Administrative staff.
7. What do you most want money for?
   _____ To buy necessities
   _____ To go places on your own
   _____ To feel independent.
8. Which statement do you feel is most correct?
   _____ Most people are paid in proportion to what they produce.
   _____ Rate of pay has little relationship to the value of work.
   _____ Rate of pay is related to education, training, and experience.
9. If you wanted to improve economic security, where would you place the most emphasis?
   _____ Tax reform
   _____ Guaranteed income
   _____ Public employment programs.

Issue 6:
World Community



How Do You See the Issue?

A world community capable of maintaining peace is often stated as our first value, our highest ideal. Not only does the ideal escape us, but the desire for it sometimes causes us to fight. Where we differ on this issue involves the means by which we intend to establish controls. Perhaps our different understandings of this issue are at the heart of our dividedness. Listed below are five ways of expressing the issue.

Establish a World Government. Some see this issue in terms of a world government. We need to work actively to establish such a government.

Guarantee Balance of Powers. Others see the issue primarily as a need to maintain a balance of power so that no one superpower can gain sole control.

Better Cooperation. Cooperation is the key to the issue as some see it. We need to continue to seek ways by which nations can cooperate more effectively.

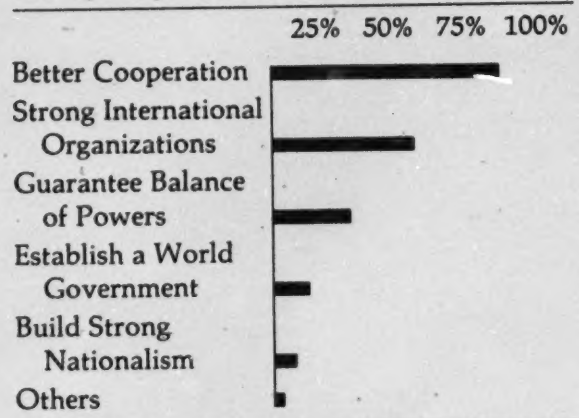
Build Strong Nationalism. Others say the issue is one of strong nationalism or support of military and economic superiority.

Strong International Organizations. Still others believe it is really an issue of seeking new ways to help international organizations be more effective in resolving international problems.

Because we think this issue makes a difference, we want to know how you see the issue. Please indicate your two priorities by placing a "1" beside the most important and a "2" beside the second most important.

_____ Establish a World Government
_____ Guarantee Balance of Powers
_____ Better Cooperation
_____ Build Strong Nationalism
_____ Strong International Organizations
_____ Other _____

Survey Respondents



Better Cooperation among nations was chosen by a large majority (80 percent) as the best means of expressing the issue. Strong International Organizations was the second-most frequently selected meaning of the issue (61 percent). Guarantee Balance of Powers (26 percent), Establish a World Government (13 percent), and Build Strong Nationalism (8 percent) were selected by fewer respondents in the survey. Only 2 percent chose Others.

Understanding the Issue

When looking at the faces in our classroom, we seldom remember that we are teaching a group of world citizens. We watched the moon shots and the astronauts walking on the moon, but did we really consider how much our lives are linked to the other inhabitants of our global community? The world is a single system geographically, technologically, and economically. We have to ask ourselves if we are prepared to live in a global village. Has our knowledge, our attitudes, our institutions, and traditions kept pace with the forces that have rushed us into this shrunken world?

Never before has the need for a world community been greater. Each of us is dependent for our economic welfare on the world's eco-

nomic system—trade patterns, monetary policy, resource, markets, consumption, and production. And always there's the bomb. The continuing increase of nuclear weapons reinforces the potential danger of disastrous consequences for every country. In our world today, no country can be a total winner in any arena.

A majority of the NEA members participating in the survey indicated the need for better cooperation as a means of improving the world community. We are in agreement that an effective basis must be found for cooperative efforts among peoples and nations. We must find a way of building and maintaining a new world outlook, traditions, and lifestyles that will give meaning and zest to all peoples' lives. The question is how can we do this?

Many respondents in the survey point to one major way to do this: Create strong international organizations and use them more effectively. Perhaps you think only of international organizations, e.g., the United Nations. Did you know that as an NEA member, you are a member of the World Confederation of Teaching Professionals (WCOTP)?

The WCOTP provides a means for teachers to communicate with one another and to become acquainted with the problems they mutually face as well as the hopes and dreams they have for the future. You can strengthen this communication by working with your local and state association in the development of international programs.

And what about our students? Curriculum developers point out that the first 16 years of life are critical in the development of our political attitudes. During the elementary and secondary years, we develop attitudes about government and law, and the individual citizen that often last throughout life. Teachers must recognize their part in educating youth for a world community.

Difficult as it may sound, we can do something. We can develop instruction that highlights the relationships among nations, whether in our economic, ecological, political, social, or cultural areas. We can select materials which give other than a Western understanding of the world. We can gain an appreciation of the differences and similarities among our national values. We can give students experience in decision making and in the formulation of public policy making. We can raise the questions of peace, world justice, and ecological balance. It's a start. Peace begins in the hearts and minds of people.

How can we reach out from the classroom to insure better global understanding and more effective cooperation among the peoples of our planet?

Guidelines for Classroom Discussion

1. You are doing a unit on "indirect," interdependence among nations. List ways nations can depend on one another. How does this compare with the interdependence among the 50 states in the U.S.A.? How does this compare with the interdependence among social groups and classes, professions, and neighborhoods?

2. List three unusual aspects of various cultures that could be used to mobilize student interest, and indicate how they might promote or hinder the idea that cultures meet common human needs.

a. _____

b. _____

c. _____

3. Give four stereotypes your students may have concerning other countries and suggest ways you can help them develop a more adequate understanding of these countries.

a. _____

b. _____

c. _____

d. _____

4. List the countries that you think your students would say are most like the United States. The most different. Give the bases on which you think they may have made their decisions.

_____

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5. Summarize the last TV program you saw that involved another country. List the ways it contributed toward a picture of the world where human diversity in customs and opinions is seen as desirable.

_____

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_____

6. Is there a national patriotic filter operating in most history and geography classroom materials? If so, does it promote the view of a world community? Do your students have "bits and pieces" of information regarding other countries, or are they developing a more complete interrelated picture?

_____

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7. Do most of your students have fewer ideas connected with peace than they have with war? Give three factors that support your answer.

a. _____

b. _____

c. _____

8. Have you ever informally interviewed your students to discover the reasons for their judgments in international matters? Are there ways you can use these perceptions to build international understanding?

9. List three books that promote the idea of a "one world community."

a. _____

b. _____

c. _____

10. State the units of study or classroom projects that you have used in the past month that have helped your students develop larger frames of reference in which humankind is seen as a single species and the earth as a single dynamic interrelating system.

11. Are your students acquainted with the history of the world peace movement in the U.S.? Have they studied official U.S. government policy, since the Declaration of Independence, toward international cooperative governance?

12. Summarize how your community views the idea of building strong international organizations.

13. List three ways that your education association has helped you develop a better understanding of ways in which nations can cooperate more effectively.

a. _____

b. _____

c. _____

14. Are you aware of other organizations or persons who have used the concept of the "Spaceship Earth" to build a curriculum for international education in the social studies?

15. In what ways does the social issue of a world community relate to the previous five issues? Can it be understood without taking the other five social issues into consideration? What other issues must be considered in developing world community curriculum?

Action Steps for Teachers

The American dream has been to build a society which truly recognizes all citizens as equal. The schools are one of the most important factors in making this dream a reality. We have made some progress; there is much more to do. The efforts and contributions of all educators are needed if the nation is to reach this challenging goal. As teachers, we can contribute a great deal by working both as individuals and as members of professional associations.

Certainly, individualized instruction is a key to developing the full potential of each child. We can make schools better for all children by providing more instruction of this sort, and, in doing so, we will build a curriculum which more nearly reflects the lives of the children, the world in which they live, and the world they can build. We can increase our capacity to accept children where they are and to make the most of their capabilities and time in the classroom.

Individualized instruction and compensatory education have produced positive results. They cost time and money. We must keep trying to obtain adequate financing of the schools both for these purposes and for the improvement of education in general.

In the meantime, as individuals, we teachers can do the following to advance concepts of equality in the schools:

- Engage students in learning about cultural groups other than their own
- Conduct surveys of curriculum materials being used, to insure accurate representation of racial and ethnic groups
- Identify and use supplementary materials that provide additional information on varying racial and ethnic groups
- Assign tasks and activities to students without regard to sex, race, or ethnic origin
- Make positive comments to each child at least once a week
- Develop individualized plans for assisting students to meet classroom objectives
- Survey curriculum materials to determine how girls and women are represented
- Identify and use supplementary materials that portray girls and women in a variety of roles and indicate their contributions to society
- Help boys and girls explore the world of work and encourage them in the areas they select
- Encourage boys and girls in all curriculum areas
- Include curriculum materials and information on the contributions of all socioeconomic groups and all kinds of laborers and craftsmen

• Demonstrate respect for all children by incorporating information about their racial, ethnic, and social class background and experience into classroom discussions.

As members of professional associations, we teachers can do the following:

• Elect and appoint racial and cultural minority group teachers to association positions

• Establish human relations committees to report and to make recommendations to the association

• Develop in-service training programs dealing with ethnic studies or racism

• Review procedures for selection of textbooks and instructional materials to insure that all groups in society are represented

• Negotiate provisions for in-service training, curriculum materials, and/or supplemental materials dealing with human relations concerns

• Examine the impact of federal legislation and policies regarding race and sex discrimination and effects on present contracts

• Negotiate an affirmative-action plan and procedures for monitoring the plan

• Develop in-service training programs dealing with sex role stereotyping and sexism in schools

• Collect materials which portray racial and ethnic minorities and women in positive ways and request that these materials be added to school libraries

• Make changes that will increase opportunity for groups of children, e.g., integrate schools, equalize physical education for girls and boys, provide a school lunch program

• Participate in coalitions with other groups to increase equality of opportunities in schools.

Ignorance and fear can turn the American dream into a nightmare. Education can make the dream come true. Teachers can make the difference.